



Sylvie Murray

From the Editor

Spring is in the air and Harman is off enjoying her new little one, but the rest of us in and around the FSA office have been keeping at it. Some of the hot topics in this issue include our Letters of (dis)Agreement and the upcoming contract negotiation. You might also be interested in what the presidents of 25 BC post-secondary institutions think of the 2012 budget.

In our "Best of *Words & Vision*" this month we transport you back to a heated moment in our history—the 1986 round of negotiations. Although the ink on the page has faded, the sentiment that transpires from the recorded minutes is still very vivid.

We're pleased to welcome again a guest report by faculty member Michelle LaFlamme on indigenization. Her column, along with the reports by our Status of Women and Human Rights reps, remind us of the broad social and political role that unions play in our communities.

In case you've missed our email notices, the **Annual General Meeting is scheduled for Wednesday, May 2, 2012, at 10 am on the Abbotsford campus.** Please mark your calendar.

We'll be back in a couple of weeks with a full AGM package that will include officers' year-end reports, proposed constitutional changes, and other information in preparation for our annual spring festival. You'll find at the end of this issue advanced information about the positions that are coming up for election in May.

Sylvie Murray

UPCOMING Events!

2012 FSA Annual General Meeting

Wednesday, May 2
10 am to 12 pm
Abbotsford Campus Theatre
(Social to follow in the cafeteria)

Retirement Workshops

April 12, 2012
Abbotsford Campus, Room B121
See page 26 for details

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Our congratulations to Harman Dhaliwal, our Administrative Assistant, Finance, on her new baby girl, Amneet (Amy for short).

While Harman is on maternity leave, Tanja Rourke will assume her responsibilities.

The office is still open Monday through Friday, from 8:45 am to 4:00 pm.

Welcome... Baby Amy!



Born March 6, 2012 to Harman & Durga Dhaliwal



Virginia Cooke

From the President

*In the Spring a fuller crimson comes upon the robin's breast;
In the Spring the wanton lapwing gets himself another crest;*

*In the Spring a livelier iris changes on the burnish'd dove;
In the Spring a young man's fancy lightly turns to thoughts of . . . **elections.***

Well, to be accurate, Tennyson didn't include the elections part, but only because he was obsessed with something else at the time. This past week-end the NDP elected a new leader. In April, there are two provincial bi-elections (one in Chilliwack). Unfortunately, the full provincial election isn't scheduled until next spring, but you don't have to wait to feed that spring election fever. You can become involved this spring in the election of executive officers of the FSA.

I want to encourage you to put your name forward for one of these positions. It's challenging but worthwhile work. There are some major positions open, and although these positions involve significant responsibilities, the FSA funds substantial release time to accommodate those tasks. All the current incumbents will have left those jobs in good order. Further, you would have plenty of support from the remaining members of the executive, not to mention the undying gratitude of your staff and faculty colleagues. Okay, maybe I'm exaggerating about the undying gratitude, but the rest is true, and I have certainly found that almost all FSA members are willing to work with us very positively and trust that we are doing our utmost to represent their best interests.

In case you need some reminding about why unions are important, even in an academic setting, keep in mind that several years ago your allotment of vacation days would have been significantly smaller (if you are staff), and your course loads would have been significantly larger (if you are faculty). Maternity leave provisions, education leaves, sabbaticals, tuition waivers for families—any benefits in the collective agreement—all had to be worked for and negotiated. And that doesn't even get into the processes for hiring, lay-offs and recalls, grievances, and so many other elements of your work day and workplace that are protected because you have a union and a collective agreement. There would no doubt be policies in place, but you would have little control over them and precious little say in how they worked. Much of the shared governance which universities pride themselves on depends upon fundamental and clearly delineated rights of both faculty and staff. In the face of our current, highly controlling provincial government and Ministry of Advanced Education, we can at least exercise some influence on our local institutional affairs.

The FSA has an honourable, if not perfect, history. It works best when the executive listen carefully to the members and can therefore deal with UFV's administration from a position of strength. This current executive has, I believe, been listening well. And let me assure you that I listen to the executive; I don't head off in my own direction, and none of the other officers do, either—we consult and we pool our ideas. We don't always agree, but the discourse is as civil as it is lively. It's a good group, and we welcome others who would like to try their hands at this kind of service.

So, why should you run for an FSA leadership position? I won't offer the top ten reasons, as David Letterman has long since made it impossible to take such lists seriously. Basically, I would argue that there are two reasons people put their names forward for any task: 1) because they are genuinely interested in that activity, or 2) because they fear what someone else might do in that role. As the work of the FSA executive affects your working life, I think both these reasons are valid.

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If you are feeling altruistic, you can take comfort in knowing that you are providing genuine service to your colleagues. If you are feeling selfish, you can congratulate yourself on looking out for your own interests. If you are looking for change, then the work will offer you that. If you wish to enhance your resume, then a stint on the executive will serve that purpose. And if you are wanting to beef up the "service" component of your faculty obligations, the union executive offers that prospect. You will learn more about the institution (and often its problems) and more about colleagues outside your own department. We are fortunate to have excellent support staff in the FSA office, which makes the jobs of executive members far easier than in some places.

However flippant I may have sounded, I am earnest indeed when I urge you to consider running for office. We all need competent and thoughtful people to do this important work.

Virginia Cooke



Hilary Turner

From the Chief Negotiator

Blinded by the Ivy

A colleague commented the other day that UFV had been an altogether nicer place to work *before* we were granted university status. In her view, a different attitude began to set in shortly after April, 2008—a spirit of wishing to appear a certain way, a focus on the accoutrements rather than the substance of teaching and scholarship, and a laissez-faire approach to any practical difficulties encountered by faculty or staff. Indeed, in their aspirations to have UFV accepted as a "real" university, our administrators seem to have lost sight of the fact that it is also a workplace.

Perhaps this shift in attitude is wholly or mainly attributable to the actions of government. It is clear in retrospect that our former premier wanted the acclaim that would accompany the creation of five brand new universities—without the pain or effort of investing a single cent. And so we entered into our new status with the quiet understanding that any burnishing of our image would come at the expense of something else—something, presumably, that we were already doing (and funding) to the best of our ability.

The absence of additional resources is one thing; but the imposition of a new and draconian set of regulations for public sector bargaining is another kettle of fish entirely. The intense scrutiny that PSEA (the Post-Secondary Employers Association) now directs at any change, however minute, in the collective agreements of all post-secondary institutions effectively abolishes the concept of local autonomy. It also removes any incentive that employers might still have had to engage in bargaining at the local level. If every innovation must pass the test of "doing no harm" (or, in plain language, being no better than what anybody else is getting), then employers might as well leave their collective agreements alone and direct their attention elsewhere. If they can't steer the ship, at least they can rearrange the deck chairs.

Rearranging the deck chairs is actually not a bad metaphor for the 2012 round of bargaining that is now upon us. Government has dubbed it a round for "cooperative gains," which means that money applied in any part of an agreement must be found *elsewhere in the system*. Unions are thus cordially invited to rob Peter in order to pay Paul, to cannibalize their existing agreements, or to spitefully pit themselves against each other in an effort to squeeze out nominal increases. Naturally, the FSA has no inclination to follow this script. And whereas the only real power resides

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in government, bargaining agents can negotiate only with local boards or their representatives, who (as I suggest above) have little or nothing to gain by committing to the process.

A recent feature article in the *Globe and Mail* (24 March 2012) points out that across the country "organized labour is fighting to survive." Not only has public opinion turned against unions, all levels of government have conspired to erode their powers to bargain collectively. One gets the impression that British Columbia is in the vanguard of the reinvigorated science of disemboweling public sector unions; but, unmistakably, its strides in this direction have the blessings of Ottawa. The few attempted strikes we have seen lately, provincially and nationally, have been swiftly quashed by legislation. Within unions generally, the drive on the part of corporations and government for surgical and complete control of the bargaining process has resulted in a kind of defensive paralysis.

How long this reversion to the economic values of the nineteenth century will take to play itself out is anyone's guess. In this province, an election will have to be called before May, 2013. A change of government is likely. It is equally likely that the 2012 round of bargaining will not be completed at that time. Predicting the results of that bizarre confluence of events is well beyond my abilities. I will say, however, that there is little incentive to rush to the bargaining table right now. There are, in fact, a number of compelling reasons why we should wait.

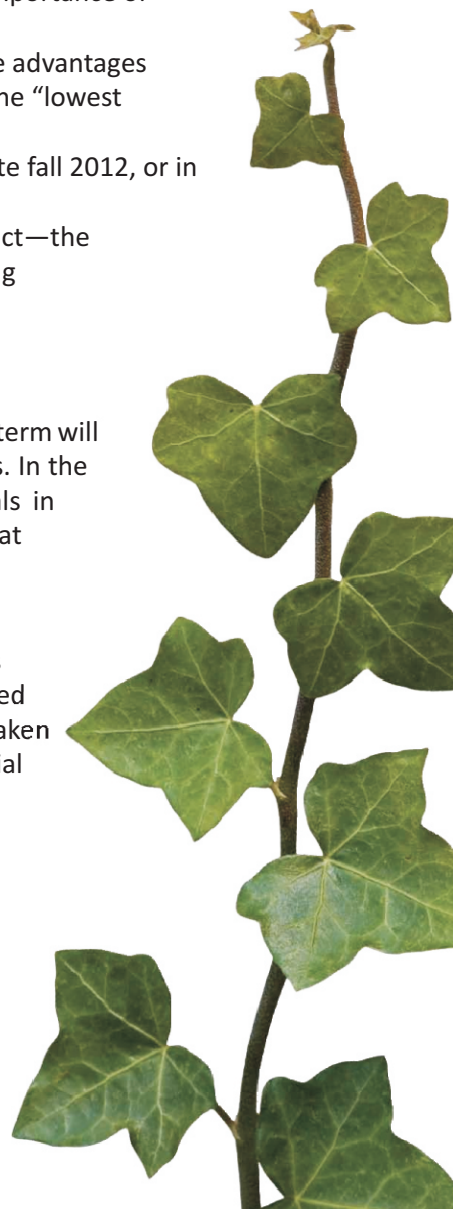
1. Most other FPSE locals are not ready to bargain. Given the painful experience last spring of the faculty association at VIU, who went on strike alone, the importance of coordinating with other, similarly situated locals is plain to see.
2. It wouldn't be real bargaining right now anyway. Employers, too, see the advantages of working in concert, and they will settle across the sector only when the "lowest common denominator" becomes apparent.
3. A strike, if we were to attempt one, would be effective only in mid-to-late fall 2012, or in spring 2013.
4. Finally—and this comes from the realm of rumour rather than known fact—the maximum salary increase we can expect is 2%, well below a cost-of-living adjustment. If this is what we are going to get, this is what we will get—regardless of when we open our agreement. If the deck is stacked, well, at least the stakes are not very high.

All of this, however, is merely by way of advice to our future Chief Negotiator. My term will end in a few weeks, and I don't plan to run for re-election. A sabbatical beckons. In the meantime, I will do my utmost to get our bargaining priorities and proposals in readiness for my successor and his or her bargaining team, and I will happily do what I can to smooth the transition. Matters of timing will then be theirs to decide.

It is astonishing to me that this is my sixteenth *Words & Vision* column. That's right, I've served on the FSA Executive for four years now, first as Communications Chair, and then as Chief Negotiator. For the most part, it's been a blast. I've worked with some amazing and inspiring people. I've learned a great deal, and I've taken enormous pride in representing the diverse, lively, opinionated, and collegial members who make up this association.

The one reservation I have about returning full-time to my "real" job as a humble faculty member concerns the institutional blindness I alluded to in my title. A university is a workplace, first and foremost. If, as a workplace, it is riddled with practical inequities, or if it becomes a culture of silence, rivalry, intimidation, or apathy, it will not succeed as beacon of learning—ivy or no ivy. My four years as an executive officer have taught me that these unpleasant tendencies exist among us. They deserve more of our attention than mere appearances do. They are more stubborn than ivy, which is saying a lot, and will be much harder to root out.

Hilary Turner





Glen Baier

From the Faculty Vice-President

This will be my last contribution to *Words and Vision* as FSA faculty vice president as my term comes to an end. I would like to take this opportunity to reflect on some of what I have learnt over the last two years.

I must start by admitting that before I started working on the FSA executive, I had little reason to think about matters outside of my regular activities as an instructor and department member. In this context, I tended not to consider the connection between my duties and those of staff members. My direct contact with staff consisted mainly of the interaction I would have with our departmental assistant and people working in faculty reception. Most other staff members existed for me as people who would send me the occasional email or appear at various meetings. Due to these factors, I had little reason to think about how my actions might have an impact on staff. Since joining the FSA executive, I have had a chance to think more about staff issues, especially in terms of the dynamics of faculty/staff communication.

What has emerged through my reflections is that it is essential to make an effort to understand the particular responsibilities of the staff members that I communicate with as a faculty member. I say this because I now realize that staff positions are a function of administrative structures that determine what a person holding a position can and cannot do. Staff members' responsibilities are set by the expectations tied to the formal descriptions of their positions. Moreover, the means used to measure the successful performance of a staff member's work emerge from the official requirements of the position. In short, a staff member is accountable primarily to the administrators that oversee her or his position. So assumptions that faculty members may make about the duties of a staff member might not correspond to the actual duties inherent in the position itself. Expecting a staff member to be able to engage in tasks not consistent with the nature of her or his position is problematic, and may lead to tensions and difficulties that could be avoided through attempts to better comprehend the position in question.

For faculty, the difficulty this situation presents is that we normally operate without awareness of the procedures and processes governing staff positions. The administrative structures to which I have referred remain fairly opaque for us. Without a clear conception of what governs an individual's designated workload, we leave ourselves at risk of making mistakes when we make requests of staff members. The concerns I have mentioned are intensified by the fact that I do not think that faculty members will be able to eliminate the opacity of which I speak. I cannot imagine ever knowing exactly what is involved in the majority of staff positions at the institution.

The question then is whether I have a way of dealing with the circumstances as I have described them. I do, and I think it is fairly simple. I fall back on tried and true methods for maintaining effective inter-personal relationships. In other words, I aim for a generally accepted level of civility and professionalism in my communication. Whether I am writing an email, making a phone call or dealing with someone in person, I try to avoid phrasing requests in the form of demands. I try not to assume that if someone cannot help me immediately that they are being stubborn, obstinate or irresponsible. I do not assume that my request is the only request or the most urgent request. I try to remember that the person I am dealing with has a job that is defined and evaluated by individuals other than me. I do not conclude, if my wishes are not met, that someone has deliberately slighted or dismissed me. I avoid resorting to manipulative or coercive tactics, such as stressing what I believe to be the significant role I play in the institution. I do not presume that my educational background or my professional reputation entails that I deserve special or privileged consideration. If I have grounds for supposing something is amiss in a particular reaction to my request, I do not respond in an overtly hostile and aggressive fashion, but rather seek remedy through appropriate official channels. In the end, my hope is that the means I employ resemble what I prefer as ways of being treated. I think the more I work toward living up to this simple ideal, the more I avoid unnecessary and unproductive conflicts. And I hope that my acceptance of this prescription for basic civility is shared by most faculty and staff at my place of work. Otherwise, I am anxious that we will find ourselves mired in an unpleasant and disappointing workplace culture.

Glen Baier



Jill Harrison

From the Staff Contract Administrator

My two year term as staff contract administrator is winding down. May 31st, 2012 will be my last day working for you as a member of the union executive and I will be returning to my position in Student Life. Thank you for all of your support.

Moving forward, I would like to ask each and everyone one of you to think about who would make a good staff contract administrator. This is an especially important year with another round of bargaining on the horizon. Nominations for vacant positions are now open and will close at the end of the AGM, on May 2, 2012. When I speak to members about this opportunity, more often than not I get the response that "I just couldn't do that job". This response baffles me. If I were to write a short outline of the qualities we are looking for, it would read something like this: Are you a rational, empathetic, process oriented individual who is interested in understanding and upholding the current collective agreement? If this doesn't describe you I am sure you know someone who would be perfect in this position—recruit them! I am always available to talk to anyone who may be interested in running for this position.

Three months into the New Year and our coffee chats seem to have lost the interest of members. Our numbers have been declining so I am wondering if we are not addressing the concerns of the membership. I would appreciate any and all feedback with regard to these sessions and how we can make them more relevant to our members. The coffee chat was designed as a way for us to be available and also to provide an update or suggestions on current issues.

I would like to take this opportunity to thank our shop stewards! Here are a number of our members who are working hard to stay connected with the concerns of our membership—our staff shop stewards are Lori Wirth, Connie Cyrull, Leah Carr and Shelley Chute. Larry Gritzmaker goes the extra mile as a faculty shop steward and handles many of our staff issues at the Canada Education Park. Send them a thank you—they work hard on your behalf.

This term has presented a number of issues that I am continuing to work through. Departments are experiencing difficulties in their work environments that factor in a number of issues:

1. Evaluations of staff being conducted by excluded employers who are so far removed from the actual working conditions of the member that it becomes less of a developmental process and more of a connect the dot, impersonal, evaluative document.
2. Six month evaluation of new employees is being used as an instrument for termination with no just process attached.
3. Dress code is still an issue in some departments.
4. Ability issues with excluded supervisors.
5. Inflexibility of supervisors when it comes to accommodating staff for seemingly rational, inconsequential requests.
6. Interpretation of special leave as it is outlined in the collective agreement.
7. Incivility among our members—Come on people, let's communicate and try to get along. We only weaken ourselves by fighting amongst our peers.

For the special leave interpretation I would appreciate feedback from the membership. What I am looking for are examples of what you have been approved for under the special leave article and what you have been denied. If you have examples, please provide a brief outline, the year it was approved/denied and the rationale if you have one.

Once again, remember to give some thought to who will be a good choice for the staff contract administrator.

Jill Harrison



Linda Toews

From the Faculty Contract Administrator

With the upcoming FSA Annual General Meeting and the call for nominations for the 2012 election of officers fast approaching I would like to encourage members to think about running for one of the open positions on the executive.

Personally, I have found this to be a very rewarding experience and I would like to encourage others, especially if you are someone who enjoys supporting and helping co-workers in a problem-solving mode, to consider letting your name stand for one of the open positions.

Sometimes the issues members bring to me are not contraventions of the Collective Agreement and all I can do is listen, sympathize and empathize. Members in this situation often feel powerless and helpless, but they tell me they appreciate just having someone to talk to. Frequently I am able to refer them to other helpful resources, or the member and I are often able to strategize how they can try to work with the situation (or co-worker or supervisor) which is resulting in a workplace issue.

I attended my first FPSE Contract Administration and Review Committee meetings on March 2nd and 3rd. It was interesting to hear reports from Contract Administrators from other institutions and to discover that issues are very similar across the BC system.

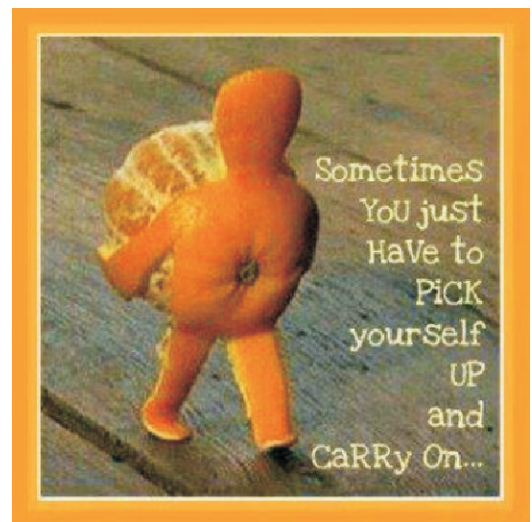
Many institutions are dealing with issues of hostile and toxic work environments and bullying by administrators and co-workers. I am happy to report that the FSA together with UFV Employee Services have started working on some expanded language in the UFV Harassment Policy to cover these kinds of issues.

I had thought that getting rid of regularization of sessional employees was a bad thing—but the institutions which still have regularization policies and articles in their collective agreements seem to be having as many issues with regularization as we are having without.

I am busy preparing for an arbitration—a new experience for me, and not a common occurrence for most people. I expect that I will learn a lot!

Happy Spring—hopefully some better weather will perk everyone up—now if that black cloud of potential labor unrest in BC would just disappear, life would be almost perfect!

Linda Toews



April 3, 2012

Bargaining Bulletin

BARGAINING UPDATES TO INFORM FPSE MEMBERS ABOUT NEGOTIATIONS IN 2012

In four of the last 10 years, the BC government has imposed "zero wage increases" on faculty and staff working in BC's public post-secondary institutions. As of April 1, 2012, faculty and staff members have not had a salary increase for three years.

To read more, visit: www.ufv-fsa.ca

Faculty salaries falling behind



Moira Kloster

From the Agreements Chair

Our collective agreement reaches its official expiry date on March 31. Of course, its provisions will stay in effect until a new collective agreement is bargained. However, once it's past its "best by" date, we can't add anything to it. And that's giving us a bit of a headache with respect to the Letters of Agreement on workload that were part of the 2011-2012 Collective Agreement.

Background: A Letter of Agreement is a mechanism for continuing to discuss an issue that can't be wrapped up effectively during bargaining, but which both sides agree is worth trying to settle before the next round. It works very well for issues where both sides agree something should be done, but it's complicated to figure out what exactly should be done. A Letter of Agreement provides for a joint committee of labour and management to work on the issue. The joint committee then has the power to make recommendations to the (joint) Agreements Committee, and if that committee accepts the recommendations, they can go forward to be formally ratified by the FSA and management. Once they're ratified, they're part of the Collective Agreement, just as if they'd been settled during bargaining.

We had nine Letters of Agreement attached to the current Collective Agreement, and most of them were to do with faculty workload. There were several areas where the language used in Article 18 to describe "faculty workload" just didn't seem to fit the actual duties or amount of work. And so there were committees set up to look at how best to describe the expected workload for: Health Sciences, Lab Instructors, "Non-Teaching" Faculty, ESL, and Library Tech.

What a fascinating and frustrating exercise these committees have been! There have been some huge positive gains just from having the committees in operation. There have been frustratingly slow, and in some cases even negative, outcomes. One committee wrapped up successfully a little while ago; one is just now putting finishing touches on a report. One is still in progress, still fact-finding and figuring out the key issues. One resulted in a split decision, with two conflicting reports submitted. One is at stalemate. Only the one that finished a while ago has a good chance of getting its recommendations into the Collective Agreement before the deadline. In fact, it became an agenda item for LAM: what happened with these committees to send their results all over the map? Should we avoid them in future?

The opinions expressed from here on are mine alone. No, we shouldn't avoid them—but we certainly should learn from this year's experience and set better guidelines for the process. Here's what I learned as I chaired one committee, sat on another, and heard about the debates in the others. First, the highlight was seeing how valuable our new Collective Agreement has been in defining everyone's workload in terms of teaching, scholarship, and service. It is a wonderful tool for clarifying expectations. Yes, we do expect all three of everyone—yet only the academic faculty ever had their workload redefined to include a one-course reduction in teaching which would allow for at least the scholarship involved in preparing new courses.

Many of the Letter-of-Agreement committees were for areas whose workload was never looked at when that change was made. The three-part definition has really highlighted how many people have to do both service and scholarship off the sides of their desks. In some of these other areas, all curriculum development and all service is done by the department head, who is the only person with any releases. If someone else did apply to JPDC or the Research Office for a "course release" for scholarship, in some areas it would be impossible to define exactly how much of their workload would count as "one release".

And perhaps because these areas weren't examined closely before, data on workload is confusing or non-existent. Take Health Sciences, for example, where instructor contact hours don't match student contact hours because it's not one instructor per course, and the ratio of students to instructors ranges from 8-1 in a practicum to 16-1 in a lab to 32-1 in a course. So what does an "average seventeen contact hours per week" or "twenty-five hours of classroom instruction per week" look like, or feel like to teach? Is it any surprise this committee not only didn't have its data by the original, official deadline of October 31, but also was still wrestling in December with what the key workload issues really were?

So I want to claim the committees were, and are, valuable because they are a practical forum in which to have the detailed discussions it takes to really understand what is involved in the workload and what is or is not possible to change. All the committees, I'd say, have at the very least made it clearer what management will have to do to set priorities so that employees can manage their expected duties without burnout or inequity.

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But for some committees the negatives outweighed the positives. Their discussions were tense, for all the reasons you might guess: different parties using different vocabulary and talking past each other, management reps worrying that they couldn't stay open to discussion and still meet the "cost-neutral" requirement for recommendations, employee reps anxious that their concerns were still going to fall on deaf ears because of the "cost-neutral" requirement. We saw some of this in the early stages even in the committees that made progress. So: another lesson learned—we should have built in a step that would have allowed any committee that was not making progress by its second session to "report out" at that point, say that it was unlikely to reach agreement, and pass the task back to management for further action.

As of March 31, the process will wrap up as positively as it can. The one committee which made recommendations will have them taken forward. The others which have made progress will continue to complete their recommendations, and those can either be acted on if they are consistent with the Collective Agreement or are within management's rights to take action. (At least one problem identified in the Health Sciences area has already been fixed by management.) Those that have stalled or disagreed will have their reports used as the basis for further action, perhaps through bargaining, perhaps through senior management.

Moir Kloster

From the Joint Professional Development Committee Co-Chair

Vicki Bolan

Sabbatical, Scholarly, and Educational Leaves

It is hard to believe that it has been almost a year since I started as co-chair of this committee. When I was elected, adjudication of sabbatical & scholarly leaves for 2011-12 had been completed and the 2012-13 application process had not yet started. The first meeting in the 2011-12 academic year was in October and it has been a steep learning curve ever since.

Thirty-eight applications for sabbatical leaves were received for this coming year (not including the 12 referred to the Research office); 17 have been approved and we are awaiting more information from applicants on the remaining 21. Applications ranged from credential completion to curriculum development to final editing of books for publication. Twenty-seven scholarly activity leaves were approved and these were just as varied with some applications asking for grants to pay student researchers. In addition, six staff educational leaves were granted. These last six were approved as there were carry-over funds available from last year.

For those who may not be aware of the funding formula for these leaves, 1.6% of the total UFV salary budget for employees within the bargaining unit is made available to support in-service professional development activities. The Faculty Sabbatical Leave Fund (FSLF), as defined in Article 24.3(c) (Faculty Sabbatical Fund), is supplemented by Faculty, Lab Instructors, Education Advisors, and Directors with a contribution of 0.4% of their salaries. The Staff Educational Leave Fund (SELF) supports assisted educational leaves for Type A and Type C Staff, as defined in Article 24.3(b) (Staff Assisted Educational Leave), and consists of \$100,000 annually plus any remainder of the previous year's SELF budget. There is currently no provision for staff to increase the amount available in the SELF fund through supplementary contribution.

FPSE Spring Leadership Convention

Along with Anastasia Anderson (Status of Women), Glen Baier (Faculty VP), and Kathy Gowdridge (OH&S), I attended the FPSE Spring Leadership Convention. The Friday evening was spent meeting with other PD chairs from educational institutions around the province. It was interesting to learn of the varied ways that PD funds are allocated. Saturday morning was spent with Nancy Chick speaking on *Signature Pedagogies* and her belief that we need to tailor our educational delivery to suit the discipline and the needs of today's students.

Saturday afternoon we split up into workshops on various topics. I attended the workshop on Governance. As UFV moves more fully to the university model, faculty and staff should be aware of the dynamics between governing bodies, administration, and those of us who deliver and support the delivery of education.

Vicki Bolan

From the FPSE Non-Regular Employees Rep

Peter Clayton

Over recent months I've attended a couple of Non-Regular Faculty Committee meetings hosted by the FPSE and had the opportunity to speak with reps from other locals. In comparison to the majority of these institutions, the situation for UFV contract faculty is unimpressive. Among the provincial academic proletariat, we're close to the bottom of the pile.

I prefer 'contract faculty' or 'sessionals' to the term 'non-regular'. The label of non-regular almost makes it sound like you're not one of the 'regular' people, yet we are regular in that our living expenses are the same as our colleagues. We share the same healthcare needs. We also work with the same students and deliver the same services.

My piece in the September/October edition of Words and Vision raised concerns about work, pay, benefits, and equity, yet there's been little response from contract faculty. Given the upcoming FSA AGM, I'd therefore like to amplify the same questions I raised back in September but with a little more specificity.

I'm referring to the following claims authorized by the UFV Board of Governors, which can be found on the Employee Services web page under Employment Equity.

As a comprehensive university serving a diverse community, the University of the Fraser Valley is committed to creating and maintaining an environment where all people are treated with dignity and respect and within which educational and employment equity can be realized. . . To achieve this, UFV will identify and remove any discriminatory barriers which prevent access to equitable education and employment . . . As a provincially mandated institute of higher education, UFV has a responsibility to set a positive example for the community it serves. Commitment to educational and employment equity is one way UFV can fulfill its responsibility for leadership in the community. (See <http://www.ufv.ca/Assets/Senate/UCFV+Policy+Manual/110/110.23.pdf>)

In light of the above, and regardless of whether you're regular or contract faculty or staff, please consider the following questions:

1. What makes it fair to pay one group of people significantly less, as well as deny them medical benefits, when they do essentially the same job as another group?
2. What if the two groups were divided by differences such as race, gender, religion, or ethnicity?
3. How does the UFV equity policy jibe with reality?

If you'd like to respond to one or more of these questions, I'll be happy to include your views (whatever they may be) in my report for the upcoming AGM.

The refreshed FSA website is closer to being implemented. It will include a new online forum which will help sessionals discuss issues of common interest more directly. One such issue is the possibility of creating a sub-unit of the FSA in order to further negotiation and peer support for sessionals.

It'll be interesting to see how much of a common voice UFV sessional faculty can find. It's a diverse group in that some need the money more than others. Some have health care benefits because of their spouses and/or other jobs. Some are comfortably off while others are scratching a living from contract to contract. Some rely on UFV as their sole employer, while others also work elsewhere. The biggest problem is that some are complacent about equity. Perhaps this is because they feel they can afford to be, or because they don't want to rock the boat. Regardless of personal circumstances, however, we should all care about the higher principle involved, i.e. making sure people are treated fairly and with respect. The same principle applies to dealing with issues of race, gender, religion, or ethnicity in an ethical way.

Respect for sessionals means fair remuneration and access to benefits for those who need them. A secondary pay scale serves only to undermine our professional status and the work we do. Given that around 35% of UFV faculty is made up of sessionals, that's a lot of work. We also need self-respect in that if sessionals aren't willing to make their voices heard, it's pretty well going to be impossible to get support from fellow employees.

Your opinions on contract employee rights are welcome. I can be reached at peter.clayton@ufv.ca or, if you prefer to use private email, at peterclayton@hotmail.com.

Peter Clayton



Adrienne Chan

From the FPSE Human Rights & International Solidarity Rep

At the February 24 meeting of the FPSE Human Rights and International Solidarity Committee (HRISC), three motions of interest were carried.

1. That HRISC go on record to oppose the construction of the Enbridge pipeline, and that it organize a province-wide discussion through its member committees as to why it should be opposed.
2. That HRISC recommend that FPSE ban the provision of Coca-Cola products at FPSE meetings, events and the FPSE office.
3. That HRISC recommend that FPSE adopt a policy to ensure products available at FPSE meetings, events and the office are ethically produced. (This motion is related to the previous one.)

The construction of the Enbridge pipeline affects Indigenous peoples' rights and this is something that we should be opposing. These motions also relate to encroaching capitalism and commercial interests that affect us.

The HRIS also elected a new Chair, Eliza Gardner. Naomi Wolfe has stepped down after being the Chair for a number of years. A strong sense of activism and commitment is fiercely demonstrated in the HRIS. Stay tuned for future developments.

On the homefront, I am thinking daily about how human rights issues affect us and how we consider our every day interactions. We have just remembered International Women's Day and International Day for the Elimination of Racial Discrimination in March. These two days (as well as other commemorative events) are some of the markers that remind us of our human rights values and philosophy. In my travels, I am meeting academics who are struggling with how to embed the discussions of human rights more prominently in their every day work. This includes curriculum and pedagogy, as well as interactions with our colleagues and the actions and initiatives that take place on campus. One of the discussions I have been engaged in is about education for citizenship in the university. Is the university still a place where we expect and hope to give students a broader education about their social and ethical commitments? I would like to think so. Therefore, within that commitment of citizenship, there should be an importance placed on learning about issues of human rights, fairness and equity.

Adrienne Chan



Kenilworth Castle

From the FPSE Status of Women Rep

Anastasia Anderson

In March, the FSA Status of Women Committee supported an International Women's Day celebration at University House. The event was well attended and packed with information about local organizations and resources for women. The theme was 'voices of women' and the evening's main event was the telling of women's stories. The event also launched the new Fraser Valley Coalition for Women which will focus on addressing how the media portrays women and their issues, creating a sense of community for all women in the Fraser Valley, and affecting government policy. The coalition's first meeting will be at 2 p.m. on April 4, at UFV Abbotsford's University House.

In February, I attended the FPSE Status of Women Committee meeting in Vancouver. The meeting included a presentation by Linda Rumleski who is the Professional Officer of CAUT's Equity/Diversity Council. She reported that the Women's Academic Staff Working Group which has two representatives on the Equity/Diversity Council has been facing some challenges. Divergent understandings of the nature of feminism and social justice have led to a lack of focus and difficulty in defining women's issues. She also noted that the decline in federal funding of women's groups has meant that organizations traditionally tasked with publicly representing feminist perspectives on political, social, and legal issues have not been able to take the strong lead they have taken in the past. Status of Women Canada no longer has 'advocacy' as part of its mandate. Many women's advocacy groups are simply folding. As a result, existing women's groups have had to turn to new allies. Linda Rumleski suggested that FPSE should also look for new partners in advocacy since union women's committees, unlike so many other women's groups, do not rely on federal funding.

It is obvious that women's activism has resulted in positive changes for Canadian women. Hard battles have been fought to ensure that the language of the law and the language of our collective agreements promote and protect equality. Nevertheless, it wasn't difficult for the FPSE Status of Women Committee to think of current examples of gender inequity. Despite legal protections, women continue to face gender based violence, social pressure, workplace intimidation, and inequitable family relationships. Women in Canada are still economically disadvantaged in comparison with men. There continues to be a gender wage gap. After retirement, there is a significant difference between the pensions of women and men (often due to the fact that women have taken time off from work to raise children). It is imperative that we continue to encourage conversations aimed at identifying and addressing women's issues. To this end, I hope that the UFV community will join together to support the reestablishment of the UFV Women's Centre. A UFV Women's Centre would be a hub around which events and discussion groups could develop. It

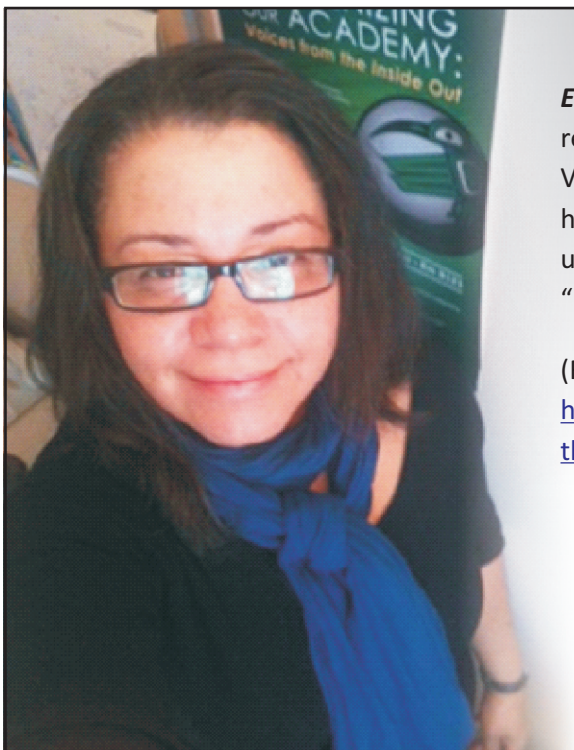
would be an information centre for women who need support, but do not know where to find it. A UFV Women's Centre would be a safe harbor for women who still feel the sting of inequity despite the federal government's apparent assumption that in Canada equality for women is a fait accompli.

In April, I plan to host a forum to discuss the feasibility and desirability of reestablishing a UFV Women's Centre. For further information, please contact me at Anastasia.Anderson@ufv.ca.

Anastasia Anderson

IT'S OUR DAY!





Editor's note: In our last issue of *Words & Vision*, Michelle LaFlamme reported on the recent CAUT Forum for Aboriginal Academic Staff held in Vancouver in November 2011. Links to the key policy documents cited in her report are provided below. In addition, Michelle has kindly provided us her thoughts on an event held at UFV on February 2, 2012, "Indigenizing our Academy: Voices from the Inside Out."

(For more information, including photos of this event, see:
<http://blogs.ufv.ca/2012/02/indigenizing-our-academy-voices-from-the-inside-out-2/>)

Links cited in the November/December 2011 issue of *Words & Vision*:

CAUT President Wayne Peters reflects on the November Forum: http://www.cautbulletin.ca/en_article.asp?articleid=3384

A crucial document for those seeking to indigenize the academy is the Association of Canadian Deans of Education's Accord on Indigenous Education: <http://experience.congress2010.ca/wp-content/uploads/2010/05/Congress-Indigenous-Accord.pdf>

A recent CAUT bulletin on equity issues, also by Wayne Peters, can be found at:
http://www.cautbulletin.ca/en_article.asp?articleid=3381

Also of interest is the CAUT's Aboriginal Post-Secondary Education Working Group created in 2011. Its mandate is to "make recommendations on initiatives CAUT and its local associations should take to advance the diverse interests of Aboriginal academic staff in universities and colleges in Canada" (see <http://www.caut.ca/pages.asp?page=1010>). The current members of the working group are:

- Blair Stonechild (FNUC)
- Jo-ann Archibald (British Columbia)
- Richard Atleo (Manitoba)
- Wanda Wuttunee (Manitoba)
- Jean Becker (Wilfrid Laurier)
- Dan McDonald (FPSE – Vancouver Island), CAUT Member at large (Aboriginal)
- Corinne Jetté (Concordia, retiree)
- David Newhouse (Trent)
- Rainey Gaywish (Manitoba)
- Rosa Barker (CAUT, Professional Officer)

How to Indigenize, by Michelle LaFlamme

Recently I participated in the "Indigenizing our Academy: Voices from the Inside Out" event at UFV. The event was really a forum for faculty, students, indigenous people and others to gather and discuss various perspectives on the "how to" of indigenization. There were great examples from different disciplines that showed indigenization in action. Research

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and pedagogy were dual areas of discussion and presenters offered sample cases from this university where indigenization has been successful. The event included a traditional welcome to the territory and a circle on “Coyote and Raven in Dialogue,” followed by presentations on indigenizing from the inside. Each presenter had time to respond to questions from the audience. Following this was a theatrical presentation demonstrating the utility of theatre in the classroom. The afternoon sessions were rounded off with diverse presentations on sites of engaging indigeneity, followed by storytelling and a closing circle.

Because university-wide presentations were offered on the topic of indigenization and a dialogue was happening in the room, I believe the event was successful. Presentations on different aspects of indigenization were offered from the Teaching and Learning Centre, Social Work and Human Services, English, Theatre, Geography, the Indigenous Affairs Office, Political Science and Social, Cultural and Media Studies. The presenters spoke about their own ideological shifts and how these shifts in thinking have impacted their research and/or pedagogy. Each presenter was also candid in discussing their perspectives on the challenges and benefits of indigenization. Many of the gatherings to discuss indigenization focus on the ideological reasons *why* indigenization is important leaving faculty and staff to ponder the practical implication of this policy shift. However, this day brought people together to discuss the “how to” of one of UFV's strategic priorities.

Lastly, I would like to acknowledge the organizers who took great care to ensure inclusivity, diversity in the presentation style and format, and a range of voices and perspectives on indigenization. They also honoured a tradition indigenous people are very proud of: the protocol of offering food and drink to the people at a gathering. Unfortunately, as some of the presenters and students pointed out there was a very limited audience for this wonderfully diverse set of presentations. One audience member asked “How can we ensure the people who are struggling with the 'how to' of indigenization get the benefit of this discussion?” Hopefully, this small article has stimulated your appetite for more and this well-organized presentation will be offered again at a PD Day or at another campus-wide event.

If the topic of indigenization is rattling around in your mind but you are not sure of what is involved, or if you have successful examples of indigenization in praxis, this is the right gathering for you!

Michelle LaFlamme

2012 FPSE Annual General Meeting & Convention

May 14 - 18, 2012

Westin Resort & Spa
Whistler BC

Hosted by UFV/FSA



Best of words & vision

In 1986, the FSA was engaged in a very tough round of negotiations. One of the core issues of contention was provincial and local pressure to increase to the teaching workload from 8 to 10 courses a year. The union fought back vigorously and was successful in protecting what it rightly saw as a major assault on the quality of education at then Fraser Valley College. The following report from Contract Chair Virginia Cooke was published at the height of the dispute, shortly before the union took a strike vote that revealed a remarkable level of support for the bargaining team (faculty and staff voted in the high 90% for striking over this issue).

Her report was followed by two sets of minutes of the negotiations meetings (we reprint here the minutes of the second meeting only). That this candid and detailed record of the negotiation was made public at all is in itself remarkable. They offer a rare look at the behind-the-scenes work that unions do on our behalf.

At the other side of the table, representing the administration was Dean of Student Services, Erling Close. Doug Thorpe was the Bursar.

We thank Virginia for reluctantly agreeing to let us re-publish this correspondence.

REPORT FROM THE CONTRACT CHAIR by Virginia Cooke, President April 1986

When I consider our college administration, the lines from W. B. Yeats' poem "The Second Coming" keep running through my head:

The best lack all conviction, while the worst are full of passionate intensity.

We have, of course, been stuck on workload for the past four weeks. This is not because your negotiators have forgotten that other issues exist - like salaries, for instance. The Board has been waiting for the College budget, and we have felt that all the implications of workloads must be discussed. But the question keeps surfacing: why, are faculty and staff the only ones concerned about the education our students receive in this institution? Like Pontius Pilate, the Administration seeks to wash their hands of responsibility and let the value of teaching and learning be sacrificed. Why? Because Camosun does. I must be terribly old-fashioned, but I seem to recall that when I told my mother that all the other kids were doing something, she always made me consider whether the something was right before I followed suit. The two top colleges in the performance of our transfer students are FVC and Okanagan. I contend that it is no accident that faculty in these two colleges maintain four courses a semester.

That's not the only measure of excellence, of course. By the standards of Astin's Excellence in Education, the book from which Erling xeroxed chapters and recommended them to us (I wonder if he got copyright

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clearance), the most important measure for the promotion of the development of students' talent was student-faculty contact.

Many of our students never transfer anywhere, but their lives can be changed by their involvement with education. And this is as true for a drafting or ESL or ABE student as for a U.T. student. What we (both faculty and staff) do to promote this involvement is undervalued by everyone - except the students. They know. They do not forget the overworked registration staff who were sympathetic and helpful, the counselor or financial aid officer who aided them in a desperate time, the librarian without whose help they could never have got the research material, or the instructor who spent an extra hour with them over their work. And the people they do not see, who prepare or order instructional material, who do the 'business' and personnel work, who maintain the building and a host of other essential tasks, who need to feel fully appreciated not only by their colleagues, but by their 'Employer'. The government is hopeless in this respect, but our own management can do better.

So what have they done? In the last two meetings, the College's strategy has become clear: I would call it bribery, but there's not enough money on the table to use that word. If anyone wants a raise, then faculty must teach nine courses. So far, however, the big bucks which are meant to make us jump at this offer amount to 2% for staff and just an added increment for faculty. Bertha Solvey tells me 2% will net the average staff member an astonishing \$12 a month. She's not impressed. Nor, I think, will you be.

Our package presented an array of alternatives: vacation increases for staff, increased benefit payments, additional staff increments, shortening the period for the initial increments, compressing the faculty scale to 11 steps, and, of course, a salary lift because we remain about 10% below the median in this province. For people who have read books on negotiations, our management certainly can't put together a creative or attractive set of alternatives. Now they expect us to come up with the counter proposals. Frankly, I'm tired of doing their work for them. I can't see one reason why we should offer one concession for this 'deal': until we are recognized for the low paid work we have already put in for this place.

What now? One thing is clear. The two issues of workload and compensation are not linked, and we will not consider a proposal which ties the two together. Workload must be settled and, as both parties agreed at the outset, money discussed last. If we cannot reach agreement on these major issues, there are other alternatives: mediation, waiting until the budget sorts itself out in August, or possible job action. When they used the hackneyed phrase, 'The ball's in your court,' Kevin's well-timed answer was, "As they say at Wimbledon, you guys need new balls." Start thinking about what you want to do; by the AGM on May 7, we should -have some specific responses - both for you and from you.

There follow minutes from the April 10 and April 17 meetings. The two previous meetings devoted to workload produced very lengthy minutes. Because I never want it said that the information you received was 'one-sided' or 'misleading' (not to mention erroneous), the two very complete sets of minutes (March 20 and March 27) are in the library for your perusal. Have a look; they make interesting reading.

Minutes of Negotiations Meetings: April 10, 1986

Meeting No. 9

FRASER VALLEY COLLEGE FACULTY & STAFF ASSOCIATION

MINUTES OF NEGOTIATIONS MEETING

DATE: APRIL 10, 1986.

Present: (FSA) V. Cooke (Chair), B. Talarico, B. Solvey,
D. Hudson, M. Starr (Recording Secretary)
(College) E. Close (Chair), D. Thorpe, B. Bompas,
V. Buchanan, S. Scott (Recording Secretary)

CLOSE Passed out the Agenda; Board notes from the last meeting; signed off copy of Article 16.4(a) Termination and Discipline: Procedure; Board counterproposal for Article 18.5(b) Notice of layoff to affected employees.

Article 18.5(b) Notice of Layoff to Affected Employees.

The proposed notice would be 80 days, and the August 1 date would apply for only instructors to be laid off between January and June.

COOKE Replied that the FSA will look at this proposal and will bring it to the next meeting with their decision.

CLOSE Commented on the recent communication between the FSA and the Board regarding the content of the FSA's Negotiations Bulletin issued to all faculty and staff members. Although the Bulletin was not addressed to Erling, he said that it had been delivered to him by a concerned staff member and he felt compelled to answer after reading the inflammatory comments. The Board is concerned about the adverse effects that these communications would have on morale, and although the FSA's right to communicate with its members is recognized, it is felt that the place for venting frustrations, etc. is at the bargaining table. The Board wished to set this unfortunate incident aside and discuss the business at hand.

COOKE Felt it her duty to inform the members of what the Board was requesting, as it is the content of the Board package that has caused frustration and anger among faculty and staff. She did not feel that it had an adverse effect on negotiations, although it may have aroused comment. Even though the Board may not like it, she was not going to

Negotiations Minutes 86-04-10 (Contd.)

say she will not communicate with the members as she saw fit in the future.

Article 20.2.1 Instructor Workload

CLOSE

In response to the FSA's concern of whether the Board Committee had heard the position of the Association with regard to Workload, Erling read the Minutes from the E.P.C. meeting held April 3rd, as well as the Minutes of the O.F.C. meeting held on the April 2, 1986. Erling read the section in these reports relating to the FSA arguments as an indication that he had clearly heard the arguments and was capable of reporting them to the Board.

COOKE

Summarized the arguments put forth by the Board and referred to the article by A.W. Astin entitled, "Why Traditional View of Excellence are Counterproductive", which Erling handed out at the last meeting.

Pointed out that Astin's arguments were aimed primarily at the U.S. universities that hire big names in research and champion the reputations of Harvard, Yale and Swarthmore. Many arguments were not relevant to smaller community colleges. But some are.

Briefly summarized the main points of the book from which the article was copied, referring to Chapter 6, "Student Involvement: The Key to Effective Education" and to Chapter 7, "Involving Students and Developing their Talents".

The main points of this chapter are:

- * Active modes of teaching which encourage more independence from the students.
- * Learning communities within the institution.
- * Individualized instruction aimed at the students in the classroom.
- * An innovative curriculum.
- * Faculty development.
- * Student-faculty contact.

The following extract was quoted from Chapter 7:

"A large body of research (see Chapter Six) suggested that the best way to involve students in learning and in college life is to maximize the

Negotiations Minutes 86-04-10 (Contd.)

amount of personal contact between faculty members and students. Unfortunately, the policies of many institutions militate against such contact. Classes are held in large lecture sections, faculty office hours are limited, and advising is performed by nonfaculty personnel. The important point is that direct contact between students and faculty members is a simple and effective way to interest students in learning. Thus, institutional planners and administrators would do well to ask how much contact their students currently have with professors and whether there are means available to increase this contact."

It appeared that the instructors at FVC were doing a good job and the Board's proposal militates against Astin's Talent Development Theory, as it lessens the time of instruction; it lessens the time of faculty research; it lessens the time of student/faculty contact. Students at FVC are in need of more contact hours than their counterparts who go to university, as they come in with a lower grade point average. So even using the terms of excellence that are not totally traditional, the more time that is spent on student/instructor contact, the better instructors are able to produce good quality.

Wondered at the reactions of the management if they were asked to increase their workload by 25%, supervise more people, and told not to worry about quality as it will only slip a little bit and it is just that the college needs it? It is recognized that the management are already working harder. Would they not feel accused of being lazy and unproductive, particularly when they were already doing extra at the college and within the community? Would they not be concerned about the quality of work that would result?

CLOSE

There was no doubt that the Board was interested in what staff did, as well as the instructors. Staff are dependent upon instructors and there was general agreement to the FSA's response to Astin's articles. However, it came down to the resources available. What the Board was asking for was a common practice at other colleges within B.C. It was possible that there was to be a period of continued restraint. B.C. has been referred to as a 'Third World Province'. However, the college

Negotiations Minutes 86-04-10 (Contd.)

was in dire straits financially and this does have an impact on what happens in the classroom. The Board's position is that academic standards be maintained within acceptable limits. It is well understood that faculty are concerned about what they are doing and about what is going on in the classroom. There are a combination of reasons why the Board feels that more sections must be taught (handed out a paper entitled "Why Academic and Career Instructors must teach More Sections") and now the Board waits for the FSA's acknowledgement, understanding, and acceptance.

COOKE Producing more FTE's will produce more money: because the FSA remains unconvinced of this argument it attempted to obtain more information on how colleges who had increased their workload had been rewarded. Brian Talarico has taken this information and put it into memo form. (Handed out a memo from B. Talarico dated 86-04-10). Gary Bunney from the ministry stated that colleges' funding would remain about the same regardless of the number of FTE's produced.

THORPE Responded to the Talarico memo by saying that he is in constant contact with people on the financial side and they contradict Gary Bunney. The Ministry is putting the money where there are FTE's and student contact hours. Northern Lights, etc. are never going to get the enrolments but they will always get a basic fund.

There is a golden rule, 'Who has the gold makes the rules'.

Discussion followed on:

- * the surplus argument,
- * the idea of cost recovery on the part of instructors,
- * the disparity in salaries between colleges,
- * how all colleges will be funded the same by 1988/89;
- * how increased productivity is being demanded;
- * the relationship of the number of FTE's to funding;
- * formula funding;
- * wait list figures; the FSA pressed the Board on what would happen if faculty taught ten courses and they did not fill. Would there not be lay-offs?

Negotiations Minutes 86-04-10 (Contd.)

- * class sizes; since they are not full, would not increasing class size produce the needed FTE's?
- * 4x4 being replaced by 5x3.

Management suggested that instead of the FSA picking apart the Board's arguments, if it would look at the package as a whole, it would see that together they amount to a good argument for an increase in sections. The FSA responded that it could only talk about one thing at a time. However, if some instructors teach 10 courses and management offers those courses and there is no substantial increase in FTE's, then layoffs are inevitable as it is difficult filling all the classes now.

The question of where the surplus originated was asked and management responded that it was a result of tough budget controls, also there were a couple of years where the college received more revenue than what had been budgeted. However, there is no surplus really, as the supply account, etc. is underfunded.

At this point, the FSA suggested that the College and the Ministry have to buy less as they do not have the money to buy more. When management asked if the FSA was suggesting layoffs, the FSA said No, but if they were inevitable anyway, it would be preferable with 8 courses instead of 10.

Management then asked what the FSA was prepared to give up. If the FSA was prepared to consider an increase in instructor workload, the College would consider compensation. If the FSA was unprepared to move to 9, 9-1/2, or 10 courses, was it prepared to accept zero compensation.

The FSA said that it could not answer for the rest of the college. However, the main problem was funding and the FSA suggested that one way to increase this funding was to increase class size. For example, in English 100, if the numbers were increased to 25 in each class, over the course of the year there would be the equivalent of an extra section of students. Management said that the college could up the class size now, to which the FSA said that it could but it is not in the contract, so it would have to be negotiated.

Management presented a proposal to the FSA:

Negotiations Minutes 86-04-10 (Contd.)

That full time instructors of U.T. and Career courses alternate between 9 and 10 courses every academic year. So that the instructor with 10 sections one year, will not be assigned 10 sections the next year. The FSA response to this proposal was an unequivocal No.

Management then asked if the FSA will not accept an increase in workload, will it accept no further compensation this year? When the FSA asked if that is what the College was proposing, Management said that the committee would have to caucus to discuss this further.

(Management team rose and left the meeting).

Erling returned alone and said there was a problem within the Committee as one side recommended to maintain the status quo if the Association was willing to accept no compensation. However, the other side felt that it is not good enough and that the workload has to be increased in the U.T. and Career areas. However, the committee was sensitive to the salary scales and would like to compensate those instructors.

Discussion then followed as to the relationship between the increase in workload and the resulting compensation. Erling was unable to come up with a figure and the meeting ended with Management promising to come to the next meeting with a proposal that included a workload/compensation ratio.

The FSA suggested that Management should not cave into government pressure. However, it too would consider an acceptable workload/compensation ratio for the FSA faculty. But if compensation and workload are to be connected, then the Board should begin by compensating staff and faculty for the increases in work they have already felt over the past four years.

MEETING ADJOURNED

Letter to Minister Yamamoto from College and University Presidents

Editor's note: We reprint here a letter recently sent by the presidents of 25 public post-secondary institutions to Minister of Advanced Education Naomi Yamamoto. UVF's President Mark Evered is one of the signatories.

That presidents from across the province have joined forces to express their concern about funding is significant. Large and small institutions, older and newer ones, are here speaking in one voice about the implications that the 2012 provincial budget and the three-year Service Plan will have on the post-secondary sector. The letter also forcefully points out the strains that our institutions have been put under over the last few years. The strong degree of unity across the system that this letter shows speaks to the critical challenges that post-secondary education currently faces.

February 28, 2012

Honourable Naomi Yamamoto
Minister of Advanced Education
Province of British Columbia
P O Box 9080 Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Yamamoto:

The presidents of British Columbia's post secondary institutions are writing regarding Budget and Fiscal Plan 2012/13 - 2014/15, tabled in the Legislature on February 21 by Finance Minister Kevin Falcon. As a sector, we take very seriously our commitment to fiscal prudence and financial discipline and appreciate that this is fundamental to Budget 2012. We look forward to the meeting to be convened by Deputy Minister, Cheryl Wenezenki-Yolland, with the institutional presidents to discuss this matter more fully.

We appreciate that the post secondary budget has not been reduced for the next fiscal year and that new funding has been provided for deferred capital maintenance, which is so important to maintaining the infrastructure of our institutions. However, it is critical for Government to understand that the \$70 million reduction to institutional grants over the last two years of the fiscal plan, combined with five years of unfunded inflationary pressures, creates a strain on the operations of post secondary institutions. This is exacerbated by the complexities of the cooperative gains mandate, which requires compensation increases to be funded internally.

We are very concerned that the Provincial Government is not aware of the measures the post secondary sector has undertaken in the last number of years in response to significant cost pressures and no increases in institutional operating grants. It is particularly concerning that in Budget 2012, the post secondary sector is the only social sector to receive an absolute budget reduction, with the inference that other sectors, such as health, have taken action where we have not.

Post secondary institutions can point to numerous expenditure management initiatives implemented over the past few years including administrative efficiencies and new revenue measures. Because of these pressures, we are always seeking and are open to new ways of creating cost-savings. However, we must be clear that it is unrealistic to assume that the reductions contemplated by Budget 2012 can be achieved without implications for service levels.

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It is also important to recognize that during the past few years, many institutions have been challenged by the changing requirements resulting from the economic downturn, while other institutions have responded to increased student demand and provided more spaces than they are funded for. As government has acknowledged, this has been done while offering high quality education, resulting in higher employment rates for post secondary graduates.

We draw this to your attention because we have a shared commitment to a strong post secondary education system and we do not want to see a decline in a system that is seen as one of the best in the world. We would like to engage with you on how we can strengthen post secondary education to support British Columbia families, communities and the economy.

Sincerely,



Stephen Toope
President
The University of
British Columbia



Andrew Petter
President
Simon Fraser University



David Turpin
President
University of Victoria



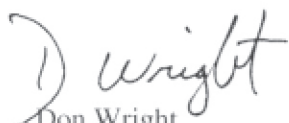
George Iwama
President
University of Northern
British Columbia



Allan Cahoon
President
Royal Roads University



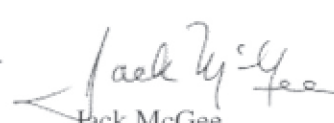
Alan Shaver
President
Thompson Rivers University



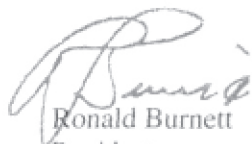
Don Wright
President
British Columbia
Institute of Technology



Kris Bulcroft
President
Capilano University



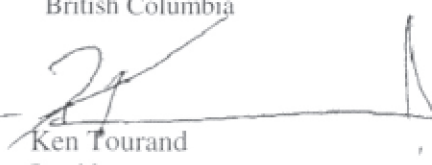
Jack McGee
President
Justice Institute of
British Columbia



Ronald Burnett
President
Emily Carr University
of Art + Design



John McKendry
President
Kwantlen Polytechnic
University



Ken Tourand
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NVIT



Mark Evered
President
University of the Fraser Valley



Ralph Nilson
President
Vancouver Island University

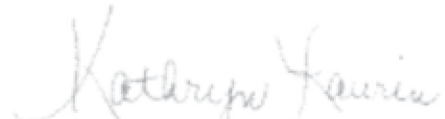
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David Ross
President
Langara College



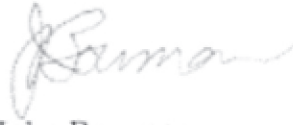
Jan Lindsay
President
North Island College



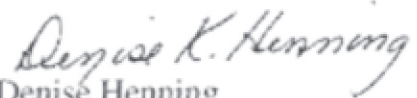
Kathryn Laurin
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Camosun College



Laurie Rancourt
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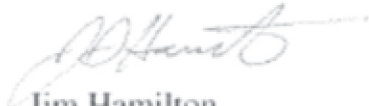
John Bowman
President
College of New Caledonia



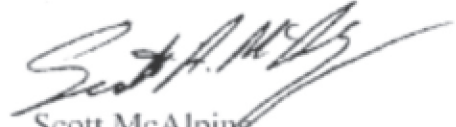
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Northwest Community College



Nick Rubidge
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College of the Rockies



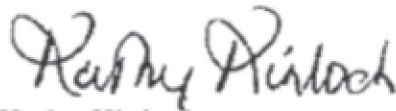
Jim Hamilton
President
Okanagan College



Scott McAlpine
President
Douglas College



Angus Graeme
President
Selkirk College



Kathy Kinloch
President
Vancouver Community College

cc : Honourable Kevin Falcon, Minister of Finance and Deputy Premier
Cheryl Wenezenki-Yolland, Deputy Minister of Advanced Education
Robin Ciceri, President, The Research Universities' Council of BC
Jim Reed, President, BC Colleges
Ruth Wittenberg, President, BC Association of Institutes and Universities

RETIREMENT Workshops

April 12, 2012

Is retirement in your future?

As the CERA group (Committee for Education and Research on Aging) reminds us, we're all aging. And we're all doing it right now: the transition from 29 to 30 is just as much an issue of "aging" as the transition from 59 to 60.

To each age come its own crises. If you're in that 50-60 range, it's retirement. Should you? Now there's no mandatory retirement age, you can keep right on working until they pry your computer mouse from your cold, dead hand – and even then you can come back in spirit to haunt those committees you loved attending.

If retirement sounds better than eternal committees, the Retired Post-Secondary Educators have a pair of workshops coming up on January 19. You'll want to think about attending, whether you hate to think about retirement or whether you've already enthusiastically signed up for the later workshops on the Municipal Pension Plan (February 1) and the College Pension Plan (February 16).

The workshops are co-presented by Dennis Anderson, Judy Wilbee, and Norah Andrew. I'm writing a promo precisely because I'm in the "hate to think" group and I'd already been made to think about retirement once. (I snoozed while my financial planner and my husband had a lovely time talking about return rates on investments. My idea of a retirement plan is to go live with whichever of my kids deserves it.)

But these two workshops are "interactive" and "experiential". In both, you'll be comparing notes with and learning from everyone else, so even if you have thought about money and lifestyle issues already, you'll get a broader perspective. With a major life change, we seem to absorb information differently at different stages—sometimes we need more than one retirement session for things to take hold, or learn more.

Although there are different age ranges suggested in the poster, both workshops are useful no matter how close you are to retirement.

The first workshop covers basics like our pension plans, but it adds several hands-on sessions with financial related worksheets to clarify what money to expect from which sources, how to calculate RRIFs, Income/Expense/Assets, and a look at Health and Welfare benefits, insurance (including where to get a deal on out-of-country medical, a hot issue for many), some discussion on estate planning, building a retirement day book, keeping a balance and so on. You'll get a much better picture of how to integrate and manage your money.

The second workshop is also interactive, this time focusing on lifestyle. It offers the Get-A-Life-Tree exercise, and follows up with small group sessions on several case studies, a Retirement Well Being model, and sharing of individual stories, and handouts with recommended and tested sources for more information. There are as many ways to experience retirement as there are people, but there are also a lot of resources out there to help us make retirement a fulfilling experience. And no, these are not workshops where you get a stern lecture on what you should have done years ago, but about how to make the most of this new life. (We won't mention those people who retire from full-time work at UFV and discover a new life ... working part-time for UFV!)

If you're already 50-plus, join the Retired Post-Secondary Educators for one of these:

There is More To It Than Money

9 am - 12 pm (3-hour interactive workshop)

Target Audience:

- Those within 5 years of retirement (55 - 65 years of age)

Focus:

- How to live on your pension
- How to prepare effectively for this stage of life

Retirement Lifestyle Planning

1 pm - 4 pm (3-hour, experiential & interactive workshop)

Target Audience:

- Those within 10 years of retirement (50 - 65 years of age)

Focus:

- Planning effectively for the successful transition from full-time employment

To Register, contact: Tanja Rourke, Local 4530, tanja.rourke@ufv.ca or Kerri Ponich, Local 4127, kerri.ponich@ufv.ca

University of the Fraser Valley Faculty & Staff Association

NOMINATION FORM ELECTION OF OFFICERS 2012

Positions to be filled:

- Faculty Vice-President (2 year term)
- Staff Contract Administrator (2 year term)
- Chief Negotiator (2 year term)
- Communications Chair (1 year term)
- Agreements Chair (2 year term)
- JPDC Co-Chair (1 year term)
- Occupational Health & Safety Co-Chair (1 year term)
- Social Committee Chair (1 year term)
- FPSE Rep - Status of Women (1 year term)
- FPSE Rep - Human Rights (1 year term)
- FPSE Rep - Non-Regular Employees (1 year term)

'Duties and Responsibilities' and the '2012 Proposed Release Structure' for Executive officers can be viewed at ['2012 FSA AGM'](#).

Nominations:

Please complete this form and forward it to the FSA Office (B377) Abbotsford Campus by April 10, 2012 for inclusion in the AGM package. Nomination forms will also be accepted at the AGM. Nominations will close at the AGM on Wednesday, May 2, 2012.

Candidate Statements:

All nominees will have the opportunity to present a three-minute statement at the AGM. Written candidate statements shall be forwarded to tanja.rourke@ufv.ca no later than 12 pm on Thursday, May 3, 2012. All statements will be posted on the FSA website at 4 pm, Thursday, May 3, 2012.

If necessary, an election for the contested positions will take place on May 4, 7 & 8, 2012.

I nominate _____
(please print clearly)

for the position of _____
(please print clearly)

(name and signature of NOMINATOR...please print clearly)

(date)

I accept the nomination _____
(signature of NOMINEE)

FSA Contacts 2011-12

Executive

		Local
President	Virginia Cooke	4516
Faculty Vice-President	Glen Baier	2421
Staff Vice-President	Martin Kelly	2509
Faculty Contract Administrator	Linda Toews	4354
Staff Contract Administrator	Jill Harrison	4593
Chief Negotiator	Hilary Turner	4466
Secretary/Treasurer	Sean Parkinson	4301
Communications Chair	Sylvie Murray	4042
Agreements Chair	Moira Kloster	4320
JCAC Co-Chair	Shane Schlosser	4007
JPDC Co-Chair	Vicki Bolan	4543
OH&S Co-Chair	Kathy Gowdridge	6311
Social Committee Chair	Janice Nagtegaal	4080
FPSE Rep. Status of Women	Anastasia Anderson	2558
FPSE Rep. Human Rights	Adrienne Chan	4440
FPSE Rep. Non-Regular Employees	Peter Clayton	8034
Past-President	Rhonda Snow	4061

Faculty Stewards:

Larry Gritzmaker	larry.gritzmaker@ufv.ca	5428
Betty-Joan Traverse	bettyjoan.traverse@ufv.ca	4715
Vicki Grieve	vicki.grieve@ufv.ca	2439
Colleen Bell	colleen.bell@ufv.ca	4396

Staff Stewards:

Leah Carr	leah.carr@ufv.ca	4739
Connie Cyrull	connie.cyrull@ufv.ca	4214
Shelley Chute	shelley.chute@ufv.ca	2422
Lori Wirth	lori.wirth@ufv.ca	4006

OFFICE ADMINISTRATION

Member Services & Procedures	Tanja Rourke	4530
Finance (<i>on leave</i>)	Harman Dhaliwal	4475

WHAT'S NEXT ON THE FPSE CALENDAR?

Visit the FPSE website at
<http://www.fpse.ca>



Read more at
<http://www.fpse.ca/takeactionbill18>

**2012 FPSE
Annual General Meeting & Convention
May 14 - 18, 2012**
(Details on page 14)

words & vision

Newsletter of the UFV
Faculty & Staff Association

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Tanja Rourke, *Layout*

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